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Eulalee Anderson: Pioneer in International Student Programs at Eastern Illinois University

Bria Phillips

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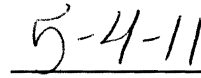
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Eulalee Anderson: Pioneer in International Student Programs
at Eastern Illinois University

By

Bria Phillips

B.S., Elementary Education, Eastern Illinois University, 2007

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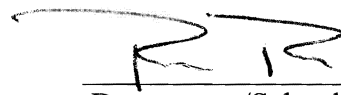
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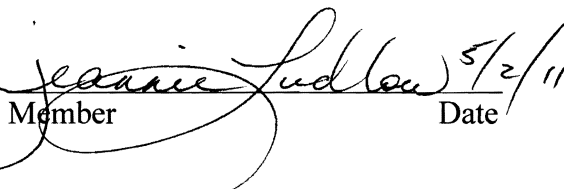
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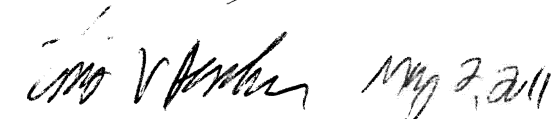
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DEDICATION

As Eulalee Anderson said, "It was always a pleasure, it never was difficult. When you like something you don't consider it is any problem, you just accept it and go on from there" (Anderson, personal communication, October 6, 2010). Because of the dedication and passion of Eulalee Anderson, her struggles were merely stepping stones toward her vision of international student support. She has been an inspiration to both students and professionals and paved the way for international student support at Eastern Illinois University. This thesis is dedicated to the woman who never worked a day in her life, because she truly loved what she did.

ABSTRACT

Eulalee Anderson, a higher education scholar and leader in the office of international students and scholars spent her days tending to the development and support of international students attending college in the United States, specifically at Eastern Illinois University. Born in Port Alegre, Brazil in 1919, she earned a bachelor's degree at the University of Oklahoma and three masters degrees at Eastern Illinois University. The majority of her professional career was at Eastern Illinois University where she first worked in Booth Library at the circulation desk and later joined what was then called the International Programs office as the international student advisor. Between 1967 and 1978, she advised international students to their successful lifestyle transition and culture change to the United States as well as to the completion of their academic degrees. Anderson assumed leadership positions in many higher education student and professional organizations. This study sought to determine her contributions to the student affairs profession in relation to working with international students at Eastern Illinois University during a time when there was not much support for them.

Anderson contributed and basically built the foundation for the early development of support services for international students at Eastern Illinois University. During her time as international student advisor, she built a reputation for herself as an undeniable lifeline of support for students. Her extreme devotion and passion for EIU earned her great recognition among students, staff and the local community, solidifying her legacy as a true pioneer in student affairs.

ACKNOWLEDGEMENTS

I would first and foremost like to thank Eulalee Anderson for allowing me the opportunity to share her story. The tremendous support and dedication that you extended to the international students at Eastern Illinois University is truly inspiring. I feel very privileged to have had the chance to meet you. You are indeed everything and more of the wonderful person I had understood you were.

I would like to thank all of the members of my thesis committee for supporting me through this process. Dr. Eberly, thank you for your unwavering encouragement and enthusiasm from the very beginning of this journey. Your guidance and personal investment in my thesis carried me through to the end. Mr. Hencken, thank you for your motivating talks and sincere excitement in my project. With Snoopy® writing on “a dark and stormy night” in the back of my mind, I was able to see the light at the end of the tunnel. Dr. Ludlow, thank you for taking the time to help me through this writing process. I greatly appreciated the support.

I would like to thank Nancy Page for taking the time out of your schedule to travel with me to meet Eulalee Anderson in Branson, Missouri. I enjoyed the good company during the long drive as well as hearing your stories of Eulalee.

I would also like to thank the College of Education and Professional Studies for awarding me with funds to travel in order to carry out my research. Without your generosity this study would not have been possible.

To my cohort, we have shared some good laughs and great memories that I will never forget. To the best balcony neighbors, Wendalia and Sam, thanks for the friendship and the last minute saved trips to the store. ☺

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To my oldest sister, Blaire, thank you for all of your support and advice throughout this process. Even though you are thousands of miles away, it felt like you were right here with me through it all. You rock!

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CHAPTER 1

INTRODUCTION

This thesis is a case study of Eulalee Anderson's career in international student advising at Eastern Illinois University. As I began my master's study with a graduate assistantship in the International Students and Scholars Office, I began to learn about the history of international students and services offered at Eastern Illinois University. Shortly into my program and assistantship, I learned about Eulalee Anderson, the first person to hold a position as the International Programs Coordinator. She was a legend on the EIU campus because of her passion for working with international students. In fact, I learned she was awarded an Honorary Doctorate by the University (Henschen, 2004). At the same time that I was learning about Eulalee, I was beginning to filter through thesis topics that would interest me. It was evident that support for international students during Mrs. Anderson's time was limited. I wondered just who this woman was, and how she had come to make such an impact on both Eastern Illinois University and its international students during her career. With Eulalee's presence on EIU's campus so palpable, it appeared to me that her story, struggles, and successes deserved to be recorded for her students and others who may follow in her footsteps. My topic was decided; I simply had to meet this exceptional woman and learn more about her story.

It was a long, hilly drive across the farmland from Charleston, Illinois to the home of Eulalee Anderson in Branson, Missouri. My nerves had been building up from all of the stories I had heard of this exceptional woman so that I could hardly sleep the night before making the journey to Branson. Nancy Page, donor relations specialist for the EIU Foundation, knew Eulalee Anderson well. Nancy first met Eulalee when she lived

next door to Nancy's mother-in-law. During the trip to Branson, she reminisced with me about stories that she could remember her mother-in-law telling of Eulalee. She shared how Eulalee had once remodeled her basement so that she could have more space to host international students on holidays when they had nowhere to spend them away from campus. She also remembered her personally driving students all over central Illinois when they did not have a form of transportation. Nancy elaborated on the fact that Eulalee was always doing something to help someone else. She would run into her in the supermarket, and Eulalee would be picking up groceries for a friend or student who was not feeling well. The words generous and kind were not enough to describe Mrs. Anderson's character in Nancy Page's eyes. During the course of our six-hour drive, there was plenty of time to go over in my head the significance this trip held for me. I had heard these stories of Eulalee Anderson on several occasions from different people, all adding to the anticipation of what the interview was going to be like once I got to meet this legendary pioneer. Could all of the things I had been told about her still hold true today? Would she exhibit the same love and passion for education, service, and international students that I had been told she did? My mind was running wild with questions. The drive could not have seemed any longer.

Upon arriving in Branson I prepared myself as much as I could to meet Eulalee Anderson, a true pioneer of student affairs in higher education. It seemed silly that my nerves had taken over so much, but the stories I had been told made me feel like I was going to meet President Obama. She may not have had a whole country to watch over, but it sounded as though Eastern Illinois University and the international students were, in a sense, her own small country that she had devoted her life to through service. She

had quite the reputation around Eastern for her dedication and warm heart, so much so that I was much like a child on Christmas morning walking in to meet Mrs. Anderson.

As Nancy Page walked in to first greet Eulalee, I waited patiently to one side of the door to be introduced. It was only a few short minutes later before Eulalee approached me by graciously inviting me into her room. It was as though I was walking into my own grandmother's home in Palau. The first thing that caught my eye was her physical presence. The warmth and kindness that Eulalee embodied was undeniable. Her face lit up with joy, as she was so eager that a student from Eastern Illinois University, her favorite place, had come to visit her. As she embraced me with a hug, I couldn't help but feel immediate comfort and ease. Her "magic touch" that seemingly could solve all problems for her international students was still with her. She sat bright eyed and professed how lovely it was that we had decided to pay her a visit. She could not have been more thrilled to visit with fellow Eastern Illinois University colleagues.

Her room was filled with mementos of her career, cultural artifacts, and other items, many of which were given to her by her students. She easily and comfortably made her way around the room, pointing to objects and telling a story about the person attached to each one. She was smiling brightly and humbled by the fact that I wanted to travel 400 miles to meet her. She wanted to be the gracious host despite her advanced age. Her excitement at being with us was without limits.

I am so excited that you came to see me. I miss Eastern so dearly; it was the best time of my life. But I know that is over now. No one here [in the assisted living facility] really cares to reminisce with me, so it is such a pleasure to see you.

(Anderson, personal communication, October 6, 2010)

When I asked to take her photograph her hands went to her hair, she made certain her earrings were in place, and that her lipstick was fresh. I felt rewarded when she was pleased with the outcome (Figure 1).



Author with Mrs. Eulalee Anderson on October 6, 2010

As I was visiting with Eulalee, it occurred to me that she indeed was everything that I had heard and more. One objective of this paper is to signal the importance of capturing the stories of influential individuals, such as Eulalee Anderson, in the field of Student Affairs. Before these pioneers are no longer with us, it is crucial to save their

voices for future professionals in the field to draw inspiration. Working in a student affairs profession requires individuals to participate actively in enhancing higher education. It is essential to attempt to understand the dynamics of the field of Student Affairs in higher education. With that in mind, higher education will always be faced with challenges that require changes or adaptations. As professionals, we must be willing to evolve with higher education in order to be effective leaders. It is important to put forth our best effort in mastering the knowledge and skill in our field of work as Student Affairs professionals, and not to close our minds to learning as much as we can. Each day brings new opportunities to grow, learn, and develop. One of the best ways to educate us in this profession is to learn from our mentors. Well-known pioneers such as Melvene Draheim Hardee, of Florida State University, have been the subjects of biographies (Click, S.E. & Coomes, M.D. 2010), but on each campus across the country there have been individuals whose voices have not been captured. Eulalee Anderson is one person who has contributed immensely to the rich history of student affairs and services at Eastern Illinois University. In addition, she is one who has made a considerable difference in the specialty of international student services.

CHAPTER 2

METHODOLOGY

“Case study refers to the collection and presentation of detailed information about a particular participant or small group, frequently including the accounts of subjects themselves. A form of qualitative descriptive research, the case study looks intensely at an individual or small participant pool, drawing conclusions only about that participant or group and only in that specific context. Researchers do not focus on the discovery of a universal, generalizable truth, nor do they typically look for cause-effect relationships; instead, emphasis is placed on exploration and description” (“Case study”, 2011).

Case study research is useful to capture the voices of professional pioneers. In a sense, it basically allows for the creative activity of storytelling. The act of storytelling can be very powerful. “Human beings live storied lives and storytelling is a fundamental form of human communication” (Atkinson, 1998). Telling stories, by way of capturing influential voices of professional pioneers, can serve as a powerful teaching and learning tool. Stories of extraordinary individuals, such as Eulalee Anderson, can serve as building blocks to enhancing the profession of student affairs.

What follows is a case study of Eulalee Anderson’s career in international student advising at Eastern Illinois University, based on a life history interview conducted in fall 2010. The analysis of the interview data was supported by a separate document analysis of EIU archival records written during the progress of her career. Finally, to act as a check on the authenticity of the overall life history description, one of the thesis committee members, Mr. Lou Hencken, President Emeritus of Eastern Illinois University,

served as a “peer debriefer” (McMillan & Schumacher, 2006, p. 328) for purposes of credibility.

Reflective Statement

As a person with dual citizenship from Palau and the United States as well as a graduate assistant in the office of International Students and Scholars at Eastern Illinois University, Eulalee Anderson has inspired me personally and professionally. This study of her life has allowed me to connect with a pioneer in the field with whom I share similar background and professional experiences. Her story has motivated me during my graduate career at times of struggle and celebration.

Organization of Thesis

Divided into chronological and thematic chapters, this study focuses on specific events, passions, successes, and struggles in Eulalee Anderson’s life. The first chapter introduces the importance of capturing the voice of Eulalee Anderson as a pioneer in the field of international programs at Eastern Illinois University. The present chapter describes the case study methodology and organization. Throughout the case study Eulalee Anderson’s voice is used to tell her story inasmuch as possible (Atkinson, 1998). The third chapter reviews Anderson’s upbringing as well as her time at Eastern Illinois University. The fourth chapter further discusses her major struggles along with her successes at EIU, in order to place her contributions in a historical context and explore how Eulalee’s dedicated service impacted the lives of the international students and Eastern Illinois University as a whole. The final chapter provides closing observations about Mrs. Anderson as a true pioneer and her value to Eastern Illinois University through her professional contributions and lifelong passion for education and students.

CHAPTER 3

EULALEE'S STORY

Eulalee's upbringing

Eulalee Anderson was a woman who truly appreciated the fact that the life she was given had been atypical. In a *Mattoon Journal Gazette* interview in 2001, Eulalee commented, "I always tell people, 'When you think of the Brazil nut, think of me'"(Smyser, 2001). With cross-cultural values rooted in her from a young age, Eulalee had acquired a love for learning and surrounding herself with people of all different cultures. In 1919, Eulalee Anderson was born in Porto Alegre, the largest city in southern Brazil just a few hundred miles north of Uruguay. When Eulalee was just 7 years old, her father started the first YMCA in southern Brazil, and her mother was the daughter of missionaries to Brazil. Portuguese was the official language in Brazil and, while Eulalee was a fluent native speaker, her family spoke English in their home. Education and cross-cultural experiences were always of importance in her family, so her father wanted her to be exposed to other languages besides just English and Portuguese. He sent her to a German-speaking primary school (Deutsche Hilfsverein Schule, "German Holy Friends School") in Brazil to help widen her diversity. Eulalee attended the German school from kindergarten through fourth grade where she was able to pick up the language very quickly and naturally.

When her family returned permanently to the United States during the Depression, she was not a complete stranger to American ways. Her father's administrative involvement with the YMCA had her family traveling back and forth to the United States from a young age. Eulalee was an eager learner and upon returning she

decided to attend the University of Oklahoma where she completed a bachelor's degree in Home Economics in 1940. During her studies at the University of Oklahoma, Eulalee met her husband, Rudy Anderson. Rudy was a geologist and his job moved them to Mattoon, IL, in search of oil.

Rudy and Eulalee had three children, Juanita, Karen and John. Their daughter Karen died of an illness when she was only 15 years old. Shortly after Karen passed away, Eulalee followed her passion to further her education. This is when Eastern Illinois University made its mark on Eulalee.

"I had been out of school 21 years, my daughter had died, and I needed to work," she said. "I went to EIU for a master's and they wanted me to take Spanish." Anderson said that while it was not her choice of study, she earned a master's degree in Spanish and later taught Spanish in three schools. Spanish and Portuguese are two different languages, she explained, although people sometimes confuse them. (Smyser, 2001)

Eulalee Anderson continually utilized her fluency in languages to help others whenever she could. It was not unlike her to make herself readily available as a translator to people in times of need no matter what the situation.

"Once I got a call that someone who spoke Portuguese needed help. An exchange student had arrived from Brazil and had pain in her side, possibly appendicitis," she said. "I was tickled to death to help." (Smyser, 2001)

She truly loved the opportunity to lend a hand to someone. It was a natural habit for her to seek out those opportunities. Her gracious assistance did not go unnoticed by those individuals that she helped in their time of need.

After personally meeting Eulalee, it was apparent that she carried a love for the beauty of culture, as illustrated by her collection of camels (Figure 2).



Eulalee Anderson's Personal Collection of Camels

She loved it so much that her eye was drawn to all different aesthetically pleasing variations of style.

It seemed only natural that Anderson would notice a pretty dress. An excellent seamstress, she has made many of her own clothes, and then made hats, purses and jewelry to match. She also made ties and handkerchiefs for her husband and, after taking a class about metal, made buttons, earrings and belt clasps. "In Brazil you could not buy ready-made clothing," she explained. "We had to sew them."

(Smyser, 2001)

A love of culture, diversity and the arts was undeniably rooted deep within Eulalee Anderson. She loved every aspect of embracing her own culture, and learning about others as well. She was a woman of many talents, interests and passions. Some of

her talents included playing the piano along with gourmet cooking. Among these many talents, and above all else, Eulalee was truly dedicated to serving others. Anderson said Brazil had a saying, “Live to serve.” Her father started Rotary in Brazil, a club known for serving others. And because she was taught that motto as a child, serving has always been a part of her life. “I was born feeling I owe my life to help” (Smyser, 2001).

Eulalee’s Professional Career at Eastern Illinois University

Eulalee’s professional career at Eastern Illinois University began with an evening shift as a part-time circulation clerk in Booth Library. Her position placed her in charge of the circulation department. During the time that Eulalee worked for the library, students were not permitted in the stacks. Instead of being able to retrieve books on their own, the students had to bring up requests to the circulation desk, and the clerks retrieved the books from the stacks. Later a new addition was built allowing students to be able to search for desired books in the stacks on their own. At the time, there were no computers in the library for the students to search the books. Card catalogues were the only form of checking books out on the designated floors. Eulalee was in charge of helping the students use the card catalogue systems as well as “backing up” the checked out books at the end of each day. She was a part of the library staff for five years.

Transitioning from her position in the library, Eulalee was hired as the first international student advisor on a part-time basis by Dr. Glen Williams, Vice President of Student Affairs. She had already spent much of her time volunteering with the international student population. She had passion for working with this population of students as she felt that she could relate to them on one level or another. She had a vision

and aspiration to help EIU attract more international students. Her vision involved an extensive amount of work and dedication.

Eulalee's appreciation for cross-cultural experiences made her a natural at her job. She embraced every opportunity to surround herself with the international students.

"My interest in international students is natural. I am attracted to them. I find them fascinating and I like to help them," she said. "When I came to the U.S. from Brazil, I thought in Portuguese. That's why I understand international students. I know the problems facing those students. I empathize with them."
(Smyser, 2001)

Eulalee's work has been defined by her ability to move seamlessly through her dual worlds of her home country and knowledge of being a "foreigner" in a strange land, as well as being perfectly comfortable in her adopted land. Eulalee experienced what it is like to be a stranger in both her lands. "I was always leading a double life...I was considered a foreigner at home, but also a foreigner in the US because of my work"
(Anderson, personal communication, October 6, 2010).

She recollected her love of people watching in airports to listen to the various dialects being spoken and would often pick out which ones she recognized. She enjoyed the speech rhythms of those she did not understand. Eulalee transferred her love and fascination of other cultures through implementing programs for support to the international students at EIU. Anderson's hand-written personal notes, found among records maintained by Sue Songer, the current director of the Office of International Students and Scholars, provided a first-person perspective on her activities on behalf of international students. Among the projects she initiated were the Host Family Program, in

which local Charleston families were encouraged to “adopt” an international student and bring them into their family activities, and International Teas, where community members were encouraged to meet and mingle with international students on a monthly basis.

As Eulalee wrote in an undated document about her work,

I continued the Host Family Program I had initiated during my internship and the monthly International Teas at the Methodist Church, each with refreshments supplied by other churches and organizations from as far as Paris, Ashmore, and Effingham at no cost to the University, to socialize and get acquainted with students. (Anderson, ca. 2000)

It was important to Eulalee for international students to feel welcomed by the community and to experience cultures different from their own. She truly believed in learning from one another. She would plan picnics and trips to Lincoln log cabin, Amish Country, etc., in collaboration with American families in the community. In addition to organizing the host family program and the international teas, Eulalee was a big advocate of getting the word out about cross-cultural learning. She promoted a number of talks by her students as well as by herself to schools and organizations in the area.

I had cooperation with Eastern News for our students to voice concerns, inform others (before “Verge” or “Diversity” existed). We had programs in Booth Lecture Room open to the public with students of a country giving a panel discussion about their country, sharing artifacts, usually given at night (separate from the social teas). (Anderson, ca. 2000)

Eulalee also encouraged the students to become as active as possible in student organizations and different events on campus. She felt that it was crucial to their development and acculturation.

We always participated in Homecoming, offering an appropriate float for the theme. We had an African organization called “Wanafunzi Afrijame” with sponsors (professors). There was a “Chinese” Embassy House (only from Taiwan and Hong Kong then - Mainland did not permit students to come at the time). The “Association of International Students” was very active (I suggested forming it when I was a Graduate Student in 1961 under Dr. Rudolph Anfinson and was its first treasurer). I encouraged students to be on the Senate, Debating teams, and the Senate sponsored a trip to St. Louis for them. Rotary and Kiwanis gave us an annual banquet. Rotary also provided me with a \$600 emergency loan fund. (Anderson, ca. 2000)

Spending many hours outside of the office, Eulalee never failed personally to help international students become more involved. She understood that the students missed their home as much as they wanted to become familiar and comfortable with their new home. In order to assist them in this transformation, she planned numerous events that would give the students a taste of home while also sharing it with their new friends and family from the small community of Charleston, IL.

Each year we had an “International Week” of special events, speakers, dinners, fair of exhibits (much borrowed from Embassies as students cannot bring much in addition to necessities), variety talent, and music shows, special native instruments, songs, dances, etc. At “Celebration of the Arts” events (under Dr.

Vaughn Jaenike) we were asked to combine help and students from several countries made and sold their typical dishes at the food booths. (Anderson, ca. 2000)

Aside from the extravagant planning and events, Eulalee also cared a great deal about the students' individual needs. She longed for the students' well being and did whatever she could to help them.

I spent many office hours counseling students (impossible to limit appointments to 5 minutes each, as [Dr.] Glenn Williams suggested). I provided foreign costumes to Zonta's program, I worked with the Athletic Department to bring soccer, track and swimmers that they would like to have on our teams (some have ended up being the coaches themselves!). Because my husband, a Geologist, was often out of town, I spent much time answering letters "at home." I received letters from consulates inquiring about students they permitted to come. Later they wrote me that no other advisors seemed to know their students so well and personally as I did. (Anderson, ca. 2000)

With the rewarding moments of Eulalee's job there also came time of hardship and struggle. She was a woman whose heart was never far from her daily interactions with the students.

Perhaps the hardest things I had to do were to handle all the arrangements for two students who died. The first from Nigeria who died of a liver ailment five months after arrival (even though he had sent a "perfect health" Doctors letter and later admitted he hoped "witch doctors like in his country" couldn't [sic] cure him). I did newspaper publicity and African students helped me raise \$2500 in two weeks

after he died to return him home to be buried with his tribe (with no financial help from EIU except from several faculty friends). (Anderson, ca. 2000)

While having to step up and act in her role as the leader of the office making the difficult arrangements for such instances, Eulalee grieved for the students as if they were her own children. She unfortunately had to handle two such cases of losing students. Her strength was unfailing and radiated to the students to step up alongside her and show loyalty. Her attitude of living to serve truly made an impact on the students that she served. Her character was one that was quite contagious, making those around her want to do better for not only themselves but for those around them as well.

The second case was an accident of a car striking a Sierra Leonean on a bicycle, which fell on his head. The driver admitted that he did not see him as he was looking at the car behind him. With Embassy help, I had to raise only \$1500 and managed. But I also planned memorial services for each and reception for guests in my own home. Of course I had to work full time during these periods.

(Anderson, ca. 2000)

Watching her students from beginning to end, Eulalee ranked commencement as one of her favorite events on campus. She reflected on the significance of the event that she loved.

I started attending Commencement in 1961 as “in loco parentis”, sending graduation cards I designed especially for foreigners and have continued to do so as annuitants were asked to help pass out the programs. Then Mark Haines gave me lists of those graduating in advance. I can’t find out now due to regulations, but I take their picture as they walk down stage with their “empty” diploma or

often send them my cap and gown outfit for their picture as many can't afford the extra cost then. (Anderson, ca. 2000)

Eulalee's degrees, awards and involvement on campus

Eulalee not only had a true passion for helping students, she also loved learning. Eulalee explained that she continued earning degrees not because she needed them, but because she simply had the desire to learn more. Her aspiration to learn all that she could never faded even at the age of 65, when she earned her third master's degree in gerontology in 1985. Previous to that, Eulalee had earned her bachelor's degree in home economics vocational education in 1940. She completed her first master's degree in Spanish in 1961 at Eastern Illinois University. Continuing on at Eastern, she earned a second master's degree in student personnel services and guidance. She was, indeed, a lifelong scholar who was recognized by Mortar Board Honorary Society, earning her the Mortar Board National Foundation Distinguished Lifetime Award in 2001. Eulalee was truly dedicated to her profession, education, and university.

Eulalee's engaging personality kept her active in a number of campus organizations as well as in the community. In line with her life's work, Eulalee's endeavors were focused in the areas of education, the international population and service to her community. She belonged to the American Association of University Women, Parent Teacher Association, Oklahoma Alumni Association, the YMCA board, Community Concert board and the Home Extension Council. She was Chairperson of the Experiment in International Living and served on committees for Head Start, Adult Education and the Public Relations committee for the establishment of Lake Land College. Additionally, she was on the council for retired senior volunteers and continued

with her involvement of international programs long after retirement. Eulalee belonged to the EIU Annuitants, Coles County Retired Teachers Association and Sigma Delta Pi. She also worked with the Sarah Bush Lincoln Health Center as an interpreter in Spanish and Portuguese as well as contributing financially to its Women and Children First project. Finally, rounding out this list of her involvements, in 1993 Eulalee worked to organize the founding members of what would later become Mortar Board for EIU.

It can rightfully be expected that anyone with this much service on their record as Eulalee would also have several recognitions and awards. Among these included the Women's Advocacy Council's Woman of the Year in 1985, Distinguished Alumni Service Award in 1992, as well as one of the "EIU 100 Most Influential People," with which she was honored during EIU's 1995 Centennial Celebration. She also received the Livingston C. Lord Distinguished Service Award in 1999. Rotary International also designated \$1,000.00 in Anderson's name for their international exchange of students and professors in recognition of her receipt of the Paul Harris Award. In 1961, she also won a National Defense Scholarship Fund from the University of Wisconsin for her hometown of Ports Alegre, Brazil.

Eulalee Anderson's hard work, dedication, and generosity made her very deserving of these awards, including the Livingston C. Lord Distinguished Service Award. Jill Nilsen, vice president for External Relations at the time, commented on Eulalee Anderson's success in a *Daily Eastern News* article.

"Mrs. Anderson exemplifies the spirit of distinguished service which would have pleased Mr. Lord," Nilsen said in a press release. "Her time, efforts, and good

will, which she generously gives to Eastern, are most worthy of this university honor.” (Jones, 2000)

Eulalee felt that Eastern Illinois University had much to offer, but that very few people knew where to get involved or they failed to take advantage of the campus’ many different opportunities. There is no denying that Eulalee loved Eastern Illinois University. To this day, Anderson refers to EIU as the best time of her life. In an article for the *Daily Eastern News*, Jones (2000) captured the essence of what EIU meant to Eulalee, “Eastern means everything to me. My daughter says I spend all my time on the highway going to Eastern.”

CHAPTER 4

ANALYSIS

Part-time employee, low pay

To most people who walked into the International Programs office during the entire time that Eulalee was there, it would appear that she was a full-time employee of Eastern Illinois University. Anderson was the glue of the office, devoting everything and all her time to ensure that the international students gained every opportunity possible.

“I did a lot of solo work, by myself, and, um, I tried to get them to join every organization they could to learn that part of the organization to be involved.” (Anderson, personal communication, October 6, 2010)

Despite the fact that Eulalee put in well over the work time of a full-time employee, she was in fact only hired part-time at \$450 per month. Putting in more hours than stated in a person’s work contract may seem daunting for most people, but in Eulalee’s situation it went to show that she truly loved what she did. Although she was clearly not compensated fairly for the amount of work that she dedicated to the international programs office, this never once stopped Mrs. Anderson from going above and beyond for the international students.

There were times when even the international students protested that Eulalee be hired as a full-time employee, which she more than deserved (Appendix B). To the students, Eulalee was more than just their advisor; she was their confidant. She was the one that they all felt they could trust and rely on to have their best interests at heart.

Passionate about students

If there was one thing that a person could be sure about Eulalee Anderson, it was that she was truly passionate about the work that she did with international students. There was not much that topped Eulalee's love for college life and helping students. Eulalee, once again, expressed this passion in a *Daily Eastern News* article, "I love college life," she said. "I just love the people, the faculty, the lectures, the concerts" (Jones, 2000). As she has stated many times, she simply loved all types of people and learning more about where they came from. It was not unlike Eulalee to go out of her way to help the students to the best of her abilities. As Nancy Page said, "She was always doing something to help someone else." Whether she was the first face to greet students late at night as they arrived by train to Mattoon or was welcoming them to her home over holidays when they had nowhere else to go, Eulalee was a model of loyal and unselfish service to the international students.

She wrote in her journal about a time when she opened her home to a student in a time of need, "I kept a Russian Graduate student and her son a month in my home when her son arrived unexpectedly and was not permitted to live in Dudley House."(Anderson, ca. 2000)

Eulalee stated how she was simply drawn to the international students because she felt that they needed someone who could truly understand them. Through her time and service at Eastern Illinois University, she proved her commitment to the students by offering her time even when she was not getting paid for it. After receiving an annual report of Eulalee's work flow, Glenn Williams, VPSA, responded, indicating that she was putting forth too much of her time.

The task you have developed is indeed very beneficial to this institution and I think you know that I appreciate what you do, as is the case with those who work closely with you. It is the case though that somewhere one must draw the line. You mentioned to me once that Dean Rogers had said no one should love this institution. I think that is not the case but there is a point where you simply have to draw the line between what is owed the task and what is owed your own life. It appears from the job description as though this half-time job has expanded into one that virtually takes all of your time, plus your free, home and spare time.

(Williams, 1974)

While Glenn Williams saw her effort as excessive and in need of limitation, Eulalee fulfilled the job description to the level that she felt was necessary for the success of the international students. It was evident that the administrators felt that much of Anderson's extra time was unnecessary, but she had a very different opinion. Beyond the need to exceed in her job for the sake of the students, she loved what she did.

In a personal interview with Eulalee she shared one of her favorite perks of working in the International Programs Office at EIU: "Meeting the people because I loved people and I especially went for foreigners because I felt that they needed somebody who understood them" (Anderson, personal communication, October 6, 2010).

Although Eulalee was not fairly compensated for the amount of care and work that she put in for the international programs office, she still recollects Eastern as the best time of her life. She saw her job as a pleasure regardless of the conflicts that being a part-time employee inflicted on her.

Yes it was my pleasure. I got to know them better and they were there and had no place to go or visit their own family so I tried to do everything. And there was a table that came with my house that I bought and it would seat 14 easily, but with 2 tables like that I could have more. And I just loved the students so I tried to have as much of them as I could. (Anderson, personal communication, October 6, 2010)

Dedicated to lifelong education and service

Eulalee Anderson was a woman born into her role as a lifelong student. Her passion for learning never wavered. As proof, she earned her third master's degree at the age of 65 in gerontology at Eastern Illinois University. The opportunity to learn more about something was the fuel to Eulalee's radiant fire. She never wanted to cease learning. She obtained many degrees to which were unnecessary for her job title but necessary to her in order to keep her mind lively. Since her dedication to the International Programs Office went overlooked, Eulalee documented her endeavors.

I have attended four or five national conferences of the "National Association of Foreign Student Advisors" (NAFSA). I represented the "European Studies" at Kalamazoo, MI. I had a reception in my home (no cost to EIU) for the ambassador of Kuwait and Venezuela. I also had a reception for a visiting artist from Taiwan with Bridgette and Ping Chen co-hosting. (Anderson, ca. 2000)

One of Eulalee's all time favorite events was the annual EIU commencement ceremony. An education was of great importance to Eulalee, and nothing pleased her more than to witness the achievement of that goal through participating in commencement activities.

I loved the formality of commencement so I went to things like that because I liked them, just for me the pleasure of being there. I loved to see the students graduate and I liked to sit up there and watch them get their diploma and handshake with the people ahead of them. Some of them did not think of it, to be prepared with a camera, so I always was. I just love commencement. (Anderson, personal communication, October 6, 2010)

No matter the number of hurdles that Eulalee had to jump, she did so with grace and determination. She was a confident woman who believed in mastering a skill, regardless of whether or not it was needed. She sought out what was needed to provide the best support possible for the international students at Eastern Illinois and strived each day to reach that goal, even if it meant having to donate her own personal time and money. The difference that Eulalee made in the environment for the international students on campus was priceless. With or without the support of the administration, Eulalee was determined always to put her best effort forth to serve her students and community just as she felt she was born to do. Dr. Rudolph Anfinson, professor of psychology and guidance, wrote the following on Eulalee's behalf.

Few people have the talent, the understanding and the rich personal background of Mrs. Anderson. She is an outstanding person; exceedingly conscientious in what she does, highly intelligent, and very cooperative. One need only talk to the students to learn of their high regard for Mrs. Anderson in our university library. In my years at Eastern, I would rate Mrs. Anderson as one of the finest individuals I have known. (Anfinson, personal communication, March 24, 1971)

CHAPTER 5

DISCUSSION

Historical and social context

Eulalee Anderson was determined to accomplish the goals she set forth; whenever her mind was set, nothing was going to stop her from fulfilling what she believed to be the right thing. There were many times that Mrs. Anderson's work was undermined or thought excessive by her supervisor (Williams, 1974). However, this did not halt Eulalee from carrying out her acts of kindness.

Anderson was persuasive in convincing the students to become involved in every organization or event that they could. She wanted them to gain the most out of their experience while studying in the U.S. She felt that it was crucial for their development into well-rounded, global citizens.

Eulalee Anderson was a future-oriented woman with unwavering dedication to international students and education well ahead of her time. Eulalee had strong views about international education and the importance that it held for students. Her approaches to international services proved that institutions could purposefully shape environments and provide programs that would help international students prosper.

The hope for this study was that it could represent Eulalee Anderson's notable character and unfailing dedication. An interpretation of this woman's great service can now be found in the pages of this study for those seeking to learn more about a true pioneer at Eastern Illinois University.

After analysis of available historical documents and triangulation of Eulalee's personal interview, the act of writing about a person who has made such an impact on so

many people was a personally rewarding activity. Mrs. Anderson's life was colored by her hard work and passion for international student services, leaving her imprint on International Programs at Eastern Illinois University. The materials found in local archives represented only a small portion of what her life truly encompassed. Those who knew Eulalee may find joy in reflecting with this case study of her, and those who will only have the opportunity to read about her may soak up her story and add their own level of meaning to the information provided.

This study can only approximate Eulalee Anderson's contributions to the student affairs profession specific to international students and services at Eastern Illinois University. The list of Anderson's contributions to education and international student services is undoubtedly incomplete. Included in Appendix (C) is the facsimile of an annual report from July 31, 1974 that provides a good personal description of her contributions to international students and the university. Yet, the full picture of any individual who works above and beyond the contracted job simply because of a true passion for their field is impossible to complete. In Eulalee's case, her students are still creating much of the picture as is reflected in the Anderson Friendship Awards, which honor students and faculty who continue to support international education initiatives.

This study represents more than the just the professional contributions of Mrs. Anderson to Eastern Illinois University. It engaged the reader in a rounded view of her as a person and a professional. The details about her marriage, family, and activities within her community as well as the university convey the bigger picture of the woman who holds a place in the heart of everyone she helped in one way or another.

It was Eulalee Anderson's aspiration to impact international education for students

who came to Eastern Illinois University. Her personal dedication to meet her goals was not fully acknowledged by university administrators, but nevertheless she was undeterred by the lack of external rewards and offered much more of her own free time and money to augment university resources. The personal cost in time and resources was never a concern to Eulalee; she loved what she did no matter what the cost.

When asked about the most challenging obstacle she faced during her time working as international advisor, she responded, “It was always a pleasure, it never was difficult. When you like something you don’t consider it is any problem, you just accept it and go on from there” (Anderson, personal communication, October 6, 2010).

At a time when there were few role models for international students in the EIU community, Eulalee stepped up and made a difference for these students. Eulalee continued to be a significant colleague, mentor, and friend to international students throughout her career and life, well past her retirement from Eastern Illinois University. In recognition of her years of service, she was rewarded and thanked by many with whom she crossed paths.

This study sought to document Eulalee’s life and professional experiences for the benefit of those who wish to reflect on what it means to be in the profession of student affairs and to learn from a true pioneer. It honors a person who is well worth modeling. In order to understand our pioneers and truly learn from them, we must look to our mentors who embody great passion, service, and scholarship, just as Eulalee Anderson does. By taking the time to learn from pioneers, we can continue to advance the objectives of higher education.

Conclusion

The voice of Eulalee Anderson is significant to EIU, in regards to the unlimited dedication she showed to the university that held a special place in her heart. Eulalee is a pioneer in international student advising, as well as one of the “EIU 100 Most Influential People” honored during EIU’s 1995 Centennial Celebration. Not only did Eulalee serve as an inspirational pioneer in international student advising, she also was a woman who made her way in what at the time was a predominantly men’s career. Through her caring nature and endless support, Eulalee affected the lives of hundreds of international students. Seeing as many of these students are now successful in their own right in many countries across the world, the office of International Students and Scholars began an award program to nominate these students as Global Ambassadors. She truly appreciated each and every one of her students and respected their cultures. Eulalee opened her home and heart to help enhance the experience of all international students the best that she could. While Eulalee retired from EIU as the director of the International Student Affairs Office in 1978, her support never left the University to which she was devoted for so many years of her life. As of April 2011, the University is in the middle of a major fund-raising campaign (“The Campaign,” 2011). EIU International Alumni hold a continuing interest in Eulalee Anderson and her work. An international student pavilion designed to be built in front of Blair Hall to recognize EIU’s commitment to international education is as yet unfunded and unnamed. This study of Eulalee Anderson’s career could be used to provide international student alumni with a tribute to their devoted mentor, and perhaps to inspire consideration of naming the area the Eulalee Anderson International Student Pavilion.

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APPENDIX A

Oral Life History Questions

1. What year did you come to the United States from Brazil?
2. What was the greatest challenge that you faced when you first made the move to the United States?
3. Where was your first residence in the United States?
4. When did you move to Charleston, IL?
5. What was your motivation behind moving to Charleston, IL?
 - a. Did you come to further your education?
 - b. Did you go to a university or college? If so, how did you decide what you wanted to study?
6. Did you come to pursue work?
7. How would you describe the city of Charleston when you first moved there?
8. What first inspired you to want to work in the field of international student programs?
9. Can you describe what EIU was like when you first joined the university?
10. What did you find to be the most difficult task in organizing an international program at EIU?
11. What was it like being a woman administrator in a predominantly male run field at the time?
12. When you first started at EIU, did you envision creating a program that would grow to what it has today?
13. What were some of your main goals when you served as the director of International

Programs?

14. What was the best part about international education to you?
15. When did you realize your heart was in international Education?
16. What was it like working with such a small group of students when you first started at EIU?
17. What are some of your most cherished memories from working at EIU?
18. What are some of the hurdles and/or disappointments that you faced while working at EIU?
19. What do you feel have been the important successes in your life?
20. What do you think was the turning point for International Education at EIU?
21. Who were your allies?
22. What have been the most influential experiences in your life?
23. Can you describe a person or situation from your childhood that had a profound effect on the way you look at life?
24. If you were writing the story of your life, how would you divide it into chapters?
25. What, if anything, would you have done differently in your life?
26. What do you know now that you wish you'd known when you were young?
27. Do you have a philosophy of life?
 - a. What's your best piece of advice for living?
28. If a student came to you asking what's the most important thing for living a good life, what would you say?
 - a. How do you define a "good life" or a "successful life"?
 - b. What do you see as your place or purpose in life?

APPENDIX B

Letter from Students

May 8, 1974

Dr. Gilbert C. Fite, President
Eastern Illinois University
Charleston, Illinois 61920

Dear Dr. Fite:

We, the undersigned students at Eastern Illinois University, want to let you know how very pleased we are with the services given us by Mrs. Eulalee L. Anderson, International Student Adviser here since last July.

She is a warm, patient, and calm person. She shows no partiality between races or sexes. She goes far beyond the call of duty in showing her extreme concern for our welfare. For example, we know of cases in which food was left by "strangers" so as not to embarrass the person who was penniless and hungry; in which visits were made to hospitals to see those of us who had no other callers; in which birthday, wedding, and graduation cards were sent to show that we are remembered on our "special days"; in which messages were delivered personally to those who could not afford telephones; and in which students were driven to trains or buses in Mattoon, with a wait or meal in her home until departure time. We know we can call her at home on week-ends, and that we can depend on her return to Charleston for meetings called at night.

Most of all, we know that Mrs. Anderson is fair, open, truthful, honorable, and dependable; she keeps her word and our confidence. She is diplomatic and supports us except when we are wrong, and we respect her action in these cases. She is untiring and never too busy to listen and help, and is never away from her desk during office hours, not even for a coffee break. If we meet her at 1:00, before she has gone to lunch after having forgotten to leave at twelve, she stays until our needs are met.

Mrs. Anderson is a good leader. She has the creative ideas to guide our activities while giving us freedom of choice and decision-making. She promotes our total well-being by getting other people interested in us--- as when she originated the Host Family Program on campus.

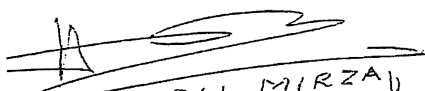
Furthermore, we remember how it was while we were still overseas needing constant additional information and

writing her. We had already established a rapport then, and learned we could count on her. We see the large number of letters which are received daily, realize we take her time in the office, and wonder when she is able to carry on all that correspondence, yet still have time to study all the scholarship requests and come to the serious decisions of selecting the recipients.

We now ask for your serious consideration, that you make her position a full-time one. We often come for an urgent reason, only to be reminded that she is not there. It is frustrating, annoying, and depressing. We do not care to confide in others; she understands our problems best, and we depend on her. Often we wait in long lines, because so many of us need to see her in such a few hours. This may not be the case during the Summer Term, and perhaps a compromise could be made to consider extending her full-time service to the nine academic months of September through May.

We, the International Students (including many Americans) are willing to work with you in finding a solution to this problem, and we urgently request that you give it serious consideration.

Sincerely,


HADI ALI MIRZA
(President A.I.S.)

Mark B. Rowland
Executive Council

Lynn Ersson
Vice-President

Viki Henneberry

Spiff J. Lusk

Ahmad Narehi

Copy is forwarded to Vice President for student affairs
Dr. Glenn D. Williams.

Copy is forwarded to Dean for personnel services
Dr. Kenneth M. Kerr.

Adamu Akhassan

M. H. H.G. J. H.

- 2) Mukesh Kukreti
- 3) Syed Asif
- 4) M. Tariq Masoodi
- 5) Ivo Rollock
- 6) ~~Shiraz Rame~~
- 7) Maria de Lourdes Agamar
- 8) Vincent G. enoches
- 9) Michael Chen
- 10) Jean Tire
- 11) Dayate Kadzma
- 2) S. Hassan
- 3) S.H. Hassan
- 4) Ali Shakerifar
- 5) Khadija Shakerifar
- 6) Ragust - but
- 7) Yuktadeb
- 8) Hoi Suen
- 9) Peasat Chafyrai
- 10) Agust R
- 11) Amashnabi

23. Ponango
24. Hossain Shakerij
25. Obet
- ~~26. Shiraz Rame~~
26. Muhammed
27. Ahmad Norchi
28. Zhin Liong Lay
29. Grover Lee
30. Rachel Lee
31. Terry Chuang
32. Darrell Mathis
33. Shirazi
34. Syed A. Rahman
35. Senigchan Sheng
36. Nhaly Vothi
37. Sylvia Nung
38. Sanyas Bhaskar
39. Sudhakar Patel
40. Paul Sh
- 41) Muhammed

Merble

reine Mosier

Kailas Shah

Yasmine Dada

Geminie weerasakera

Masoud HAMADANI

Don Humblin

~~S. F. H.~~

Mimodou ABDOURAHMAN JALLOW

S. B. Ramcharan

Nkieruwem Matthew

Buff Rang

Harju Basu

Priscilla Fong

My app

Ida Ku

Lailing Soong

Angela Niu

Chuang Shin-Fung

Mossain Shakerifar

Mariju Marang

~~A. S. S.~~

Richard Coleman

Mohamad Idrie

Quirini

APPENDIX C

Annual Document of Work Flow

EASTERN ILLINOIS UNIVERSITY
INTERDEPARTMENTAL COMMUNICATION

International Student
U.S.

To Dr. Gilbert Fite
Subject Annual Report

Date July 31, 1974
From Eulalee L. Anderson

Dear Dr. Fite:

I am enclosing herewith an extra copy of my Annual Report (due tomorrow) to give you a better idea as to the scope of the work in this Office, evidently not perceived.

Eulalee L. Anderson

International Students Adviser

OFFICE OF
INTERNATIONAL STUDENTS ADVISER'S

ANNUAL REPORT, 1973-1974

OBJECTIVES:

- I. Administer all matters concerning the foreign-born student which are unique to him.
 - A. Orientation to a new environment, academic practices and expectations, overcome "cultural chock", assist with housing, employment, financial matters, personal counseling, homesickness and depression.
 - B. Administer the "Foreign Student Scholarship Program", certainly the most difficult demand on my time and study for decision-making: the selection of applicants, notifications, follow-through on the recipients (checking on course-load and grade averages)
 - C. Complete requests from their government for proof of school attendance, academic standing, monies required, letters of recommendations...
 - D. Act as liaison representative of the U.S. Department of Justice Office of Immigration and Naturalization, to enforce its regulations and issue its documents such as I-20 Admission Permit for Graduate Students and reissue each permit annually as long as the student is in school, or issue a Transfer permit, Practical Training Permit, Extension of Stay permit, Visa Renewals, P.R.A. Certification, Re-entry permits when leaving the country temporarily during holidays, etc...
 - E. Answer all the letters of inquiries (about 460 since I took office a year ago), supply requests for Application Forms for Financial Aid in the form of scholarships or Graduate Assistantships, answer repetitious questions basic to their continued interest in Eastern.
 - F. Encourage active participation in all activities offered on campus and in the community for personal enrichment and involvement so as to return home with a greater understanding and contribution of traditional America and its democratic ideals.

- II. CONTINUE INTERNATIONAL PROGRAMS already in operation which were started by my predecessors, Dr. R.D. Anfinson and Mr. Carl A. Filskow (such as the monthly International Teas, the International Week Activities) and which my time would allow, even though I was made to understand I would not be expected to accomplish these with my half-time and eleven month contract.

- III. Oversee the care and order of the INTERNATIONAL CENTER and the students chosen to live there; schedule events and special meetings to be held there not only by the International Students but by American groups and organizations requesting its use and facilities.

- IV. Cooperate with the University and its Public Relations to contribute and promote worthwhile functions for international understanding and enrichment.

ACCOMPLISHMENTS

I. THE OFFICE BUSINESS

- A. Receive, stamp date, save stamps, read and underscore in yellow the most important questions, record and follow-through. Much of this procedure has been set up and organized now so that the secretary can handle all these alone.
 1. START FILE of said applicant, listing requests and filling them
 2. Send name to either Graduate or undergraduate Office for processing of Admission. Follow-through occasionally, checking standing or documents missing and informing the applicant of these.
 3. Mail the applicant several Form Letters devised to inform him of all the necessary facts - including the necessity to live in Residential Halls, costs of living, necessity for winter clothing, etc...Add personal note to Form Letters if called-for. Explain TOEFL, GRE demand
 4. Answer all other mail - fill out questionnaires, answer Embassy requests, inform Educational Institutes, Keep Statistical Records, reply to many business related letters involving students...
- B. Answer telephone: calls from local, Long Distance, for information, clarification, standing in Admission, Immigration questions, troubles, many requiring research and return calls.
 1. Food Stamp Program - requiring financial information about student
 2. Landlords - complaining of debts, smells or behavior, as well as the opposite - expressing concern, complementing character, wanting to help.
 3. Financial Aids - requesting written application and recommendation for a loan for a student... or information for employment, need, etc.
 4. Faculty, wanting to know more about student and his background, needs understanding, or to report lack of attendance, taking of tests or postponement of these, etc... (academic work)
- C. ADMINISTER IMMIGRATION AND NATURALIZATION REGULATIONS
 1. Issue the I-20 permits admitting Graduate students into the country for study (Admissions utilizes Mr. Choate for this purpose)
 2. Re-issue visas annually validating their stay here
 3. Issue I-538s for grant of extension of visa, for Transfer from or to another University
 4. Send in the I-94 with these and be sure they return stamped and dated
 5. Check passports for dates, type of entrance to this country, if legally attending Eastern, reporting to I & N any discrepancy...
 6. Write letters of appeal for students needing to work full-time during the summer or part-time on campus during the academic year.
 7. Ask questions regarding special cases, change of status to Permanent Resident Alien from student or visitor, to American citizen, etc...
- D. ADMINISTER SCHOLARSHIP PROGRAM
 1. File scholarship application forms in alphabetically order and study each case minutely. Study the most likely cases and watch for dates of acceptance to the University (at which time these are granted)
 2. Notify the student and the Admissions Office so that the information can be incorporated on the I-20 (required by many governments as needed for leaving the country - so as to need less native currency out of the land). If not granted, many will never be allowed to leave.
 3. Work with Genevieve Beals on the numbers to give, keep active records of grantees, length given and used, partials left to give, etc...

International Office

4. Keep constant check on students holding these F.S.S. to see to it that they maintain their Cumulative Grade Point Average and carry the sufficient hours of credit. Foreign students seem to have a habit of dropping courses when in fear of a low grade because it can affect their CPGA...
 5. Sending the student notices regarding this, to warn and communicate...
 6. To take away and help make necessary adjustments...etc...
- E. CONFERENCES with students. This takes up most of my time, making it difficult to find time to dictate letters to my secretary. There rarely is time left between these meetings, with students lined up outside, and yet not wanting to hurry any one... The students will not go to other departments for this help, wanting to confide only in one person. I do have the ability to have great empathic understanding and sympathy and it radiates to them and they have confidence in me and my judgment and behavior. Many call me at home Long Distance on week-ends for prompt answers and rely on my decisions and feel relieved.
1. Conferences with others such as the Host Family Chairman to discuss plans for action on her part
 2. Conferences with people asked to be Sponsors of foreign students (a late regulation of some countries, requiring someone in America to take on the responsibility before being able to leave their country.
 3. Conferences with Faculty regarding working together on some project
- F. Carry out business of supplies, orders, equipment, reports requesting needs, or complying with demands of other offices asking for statistical information requiring much after-office time (no time for concentration during the regular office hours, nor time to leave it while there are those waiting...WORKING ON BUDGET, printing, etc.
- G. ADMINISTER COMMUNITY LOAN FUND - keeping records, going to Bank to withdraw, writing letters of reminders of debt, trying to collect sum on time to be available for other borrowers... redepositing in Bank...
- H. FOOD STAMP PROGRAM - work with Public Aid Office (Mrs. Miller) in discussing the financial status of a student to discover the need and truth before recommending him to her for an interview, hearing her side of the story later, comparing for the truth, legality of it, etc...
- H. ORIENTATION OF NEW STUDENTS - making up kits with local information, phone numbers of services offered at the University, towns people and maps, information which is helpful.
1. Sending out a letter to all incoming students explaining this mandatory meeting with short talks by important Student Personnel Services Staff giving vital information as to all the opportunities offered on campus and to inform them of benefits, uses of I.D.s, Library, Textbooks, Fees,
 2. Registration, etc etc... Have tried it with several different people participating on the panel, and with lesser numbers.
 3. Question-period follows
 4. Reception of new students at Int. Center to mix with officers and other foreign students to welcome and get acquainted with each other.
 5. Signing up with the Host Family Program, hobbies, interests...
 6. Hearing about the International Teas and campus activities, free with IDs...

V. INFORMATIONAL LETTERS

Every other month, or as often as needed, a letter with important notices, reminders of passport and visa expirations, attendance at the International Teas, etc., are sent to all the students and the Sponsors of the A.I.S. and Wanafunzi-Afrijamaa, both of the organizations of the foreign students.

VI. CARDS

Because of distances and changes of time, few students receive messages on the important and sentimental days of their lives, and - though unnecessary (I am sure) and costly on my part (especially considering my meager salary), this simple and personal attention is heart-warming and promotes the well-being of the student so far from loved ones. Cards are sent for all birth-days, weddings, births of babies, congratulations on achievements... Often I am told that it is the only reminder that day that someone cares about what goes on in their life, and I deem it worthy of consideration.

VII. INTERNATIONAL CENTER

Oversee the care and upkeep and behavior of students chosen by the Association of International Students and its sponsors to live in this University-lent house, and work with them in trying to promote meetings and uses of it for the promotion of understanding and international relationships which can benefit not only the "foreigner" but in conjunction with Americans. Report "troubles" in connection therewith, such as damage by storms, water, winds, toilet and other malfunctions, requiring phone calls, visits to the house to inspect, seeing that corrections are carried out properly, etc.

VIII. WINDOW DISPLAY CASES IN COLEMAN HALL

It has been the responsibility of the A.I.S. to rotate displays of foreign artifacts for display in the International Lounge in Coleman Hall. This year I offered (through the Faculty Newsletter) the use of these to other Departments in Coleman Hall, or wherever wanted, so as to offer greater variety of interests and help. The Foreign Language Dept. made use of them twice this year, when Spanish High School students competed in national competition tests on campus, and when there was a German Workshop conducted by the Department.

IX. PROBLEMS OF STUDENTS

Adjustment to being on time, attending classes regularly, listening to the English language all day, concentrating and learning to think in the English language, turning the work in on schedule, learning new types of Exams such as the objective, multiple choice systems, are all new and confusing and tiring for the international student. There is a high ratio of wanting to drop and give up, causing anxiety and fear of losing their scholarship - which demands carrying a FULL LOAD of classes and maintaining a certain grade average. Without the scholarship many are unable to attend the University, and if unable to pay the difference because of loss of same, they are subject to deportation. The pressures on their minds are great. Not here, but a general statistic proves that there is a great number of suicides of foreign students in the U.S.A. It takes patience and deep understanding of what is happening to them to help them. Illness is caused often, also causing mental depression and affecting the grades.

X. FINANCIAL AIDS

Often monies expected by these students are not forthcoming when promised from home causing anxiety, doing without food and necessities, and the need to find jobs - which is very difficult especially the blacks - and the need to borrow. Much time is spent cooperating with Mr. Lyman and Miss Kramer on this.

XI. HOLIDAYS

With the Residential closing during the vacation periods, many students have no place to go during these dates. It is necessary that I spend time trying to make arrangements for their housing and feeding. So there is actually no time at which there are no students to serve from this office.

XII. STUDENT ORGANIZATIONS

A. WANAFUNZI AFRIJAMAA, the all-African (and Americans and others) branch of the A.I.S., and its activities are supervised and helped by this Office. Dittos and letters and paper is furnished with secretarial help and cooperation

B. ASSOCIATION OF INTERNATIONAL STUDENTS, with all the international students as members, in addition to the interested American ones, has a full program of activities which are worked in conjunction with this Office. Programs are planned, approved, printed out, sent out in letters, taking much time and effort outside office hours, with night meetings, week-end parties, soccer matches to attend, etc.

1. HOMECOMING FLOAT

2. SOCIAL HOURS, PARTIES.

3. INTERNATIONAL WEEK

It is impossible to count the number of extra hours given to this effort done for good public relations for the University and the community. It was necessary for me to design the large flyer which could be picked up in the Union and sent to interested people in the area so as to save costs. I want it known that Mr. Filskow let me have over \$300.00 to use for International Week when I served as a volunteer Chairman in 1970, but no money was granted me for the same purpose, yet I feel we did an equally presentable job. The A.I.S. used its financial backing and its leadership, with Priscilla Fong (president) as the general Chairman of the activities, in direct daily consultation with me for seeing it through. Other students helped with the plans, but much feel back on me in order for it to succeed, and it did.

EVENTS OF THE WEEK : April 16 through 21

1. Tuesday: International Tea (afternoon), MODEL U.N. (evening)

2. FRIDAY: Movies of Foreign Customs, Places

3. Friday: Reception to honor the Consul-General H. O'Young of the Republic of China (Taiwan), co-hosted with Robert Chen and Ping Chen in the Union. Open to the public

4. Friday evening: Candle-light Buffet in the Union, working with Mr. Paulley to select foreign recipes, print them on flyers, have foreign girls in native costumes there to hand these out and talk about these extra foods added to the Smorgasbord. Many ate there who do not ordinarily eat there.

5. Saturday: Talent Show and Style Show

Involved contacting many out-of-town performers, writing, providing transportation, meals, places to change clothing, costs of calls, writing thank-you letters after the performance, and a party to become acquainted and show gratitude.

Saturday: Arrival of 50 "Chinese Goodwill Mission" college students who are para-professionals, giving them a reception of cookies and punch (Which I did on my own time and money), took them on a tour of the campus, meeting with Dr. Moody, supper arrangements and costs at Stevenson Hall, and then the one hour performance in the McAfee Gym, to add the already planned Variety Show. All this was done with Television cameras following, to show back in Taiwan to their people. The performance was extraordinary and never to be duplicated on campus for FREE (although A.I.S. and I paid...)

XIII. OTHER SPECIAL EVENTS

1. For the Students

- a. Summer 1973 Picnic at Fox Ridge; food furnished by Host Families and interested people. Arrange letters of invitation, rides for students, set up tables, plan games, etc.
- b. Fall 1973 Picnic at Fox Ridge; International dishes furnished by students; welcome to new students.
- c. Summer 1973 Soccer Game--specially scheduled between the University of Illinois African Students vs. Eastern African Students; party followed.
- d. Copacabana; Latin-American annual party-dance program at the University of Illinois in cooperation with the Spanish Club, over 40 attended.
- e. International Fair and Stage Show: An all day affair at the University of Illinois. Arranged volunteer cars to take students, who got to meet others from their country, tour the U. of I., see a good program. Resulted in an exchange of talent offered us for our Talent Night during International Week.
- f. Pakistani Flood Relief; Headed by Syed Asif, an excellent film was rented through my office, tickets printed and sold by Pakistani students, and shown at McAfee Gym, netting a profit of over \$400.00 which was sent to the Prime Minister of Pakistan for this cause.
- g. African Hunger Relief; Money was raised by "Wanafunzi-Afrijamaa" students in cooperation with this Office to help those in the drought-suffering regions of the African continent.
- h. Chicano Recruitment; The International Center and its kitchen and facilities were lent to the LATINO group to cook a Spanish-Mexican meal, sell tickets and feed about 50 persons to raise money to help in the recruitment of Chicanos on campus.
- i. Annual Christmas Dinner at Ashmore; Required contacting all the students, making a count in order to arrange rides and food needed for this very nice generous dinner and social hour by the members of the Ashmore Presbyterian Church whose pastor is Chinese, Rev. Liang.
- j. Christmas International House; Correspondence, calls, etc. to plan itinerary for students wanting to visit homes and other areas of the U.S.A. during vacation period.
- k. Host Family Events; Individualized by each American family with those students asking for this relationship.
- l. Rockhome Gardens; All-Afternoon trip in Spring to Arthur, Illinois, to see the Mennonites, ride in their carriages, see their farms, exhibits of antiques, old farm methods and equipment, buildings, etc. displayed at Rockhomes.
- m. Summer Welcome Party; held in the International Center for the new students who arrived on campus: from Morocco, Columbia, Israel, Nigeria, India, Taiwan, Kenya, Gambia, Pakistan, etc.
- n. Summer 1974 Soccer Game; Non-team students organized into two teams--ALL-AFRICAN and one made up of other nationalities (South American, Pakistani, Canadian, Italian, etc.) played each other under the direction of a foreign student.

XIV. PUBLIC RELATIONS

A. STUDENT LEVEL

1. Newspaper editorials - one-third pages of articles written by students, but had to be requested, read, corrected for interpretation of actual meaning behind thought, encouraged, for weekly edition on Wednesdays for EASTERN NEWS.
2. DISCUSSION GROUP - started with Al Rundle's Speech Class, as an interchange of ideas, motivation, communication, and ended as a "study Group" working on actual improvements of relationships and problems of foreign students and their relationships with the Americans, and working on a flyer with information helpful to attract and inform the new foreign student interested in coming to Eastern.
3. LATIN AMERICAN GROUP (SOLA), using the Center to prepare Mexican and Spanish meals, sell tickets, serve, to raise money for "Chicano" recruitment.
4. FOREIGNERS IN AREA - whether wives, friends, workers- such as Doctors, faculty, all contact this office for help, to find fellow-countrymen and their addresses, and are then included in the guest list of the monthly Teas, special events...
5. AMERICAN FIELD SERVICE - contacts, for Immigration help, and advice, and the exchange students are also included in all International Events on campus, and recruitment begins. Many of these are "sold" then and return to Eastern as college students later (after their mandatory return to their homeland)
6. STUDIES ABROAD - many Americans come in to inquire about Universities overseas, look into materials, ask for advice and students from that area of the world. Faculty sometimes inquire about possibilities for teaching "over there"...
7. STAMP COLLECTORS - constantly call for "what do I do with " stamps off letters, asking that I remember their collections
8. PEN PALS - there are those who would like to correspond with people from certain countries. Have let them start encouraging applicants.
9. COUNTERPART - I have tried to get students from countries of some of my applicants to write directly to them telling them of their impressions, problems, things better understood by one who has made the adaptation and faced the facts here. This has helped in the housing of same because they choose room-mates in this way...
10. Use of my home - for special parties in smaller groups, such as the celebration of Chinese New Year's Eve, Wedding Shower, graduation party.

B. UNIVERSITY LEVEL

1. ATHLETIC DEPARTMENT - conversations of cooperation with directors trying to consolidate their choices with mine in awarding scholarships to worthy students and so help the reputation of the University while doing this.
2. EMBASSIES - fulfilling their many requests about students, questionnaires, addresses...
3. FOREIGN SCHOLARSHIPS - constantly writing these donors estimates of costs and expenses of students and requesting payments each semester in advance so that the student will have his monies on time (requires all this trouble, but helpful to have some students not on MY scholarship)

4. TRANSLATIONS - Letters to Rotary and others in foreign languages often are brought in to answer, after translating them.
5. REPORTS - passed on to me from other offices requiring much time and research in my spare time (as there is none in the hours allotted me), some of which I feel sure their secretaries could handle... Financial, statistical, etc, such as the one to the Board of Governors on money given in scholarships to foreign students, visitors to this office, etc (some only I know, however, and I am glad to report on those)
6. SPEECH THERAPY - has graduate students needing projects to work on for their thesis and often chooses foreign students to work with to prove some point, and need help in contacting these, etc. They are most helpful in working with speech and hearing and comprehension and other related problems of students requesting it, under the generous and expert help of Dr. Lynn Miner.
7. OTHER FOREIGN STUDENT ADVISERS - from other State Universities conferring about new regulations, what to do, how to fight and work together on this, interpreting some policies, explaining business. Some Junior Colleges have questions relating to regulations about foreign students when they do not have such a specialist in advising.

XV. TALKS

- A. STUDENTS - this office gets constant requests for speakers for banquets, church groups, clubs, Rotary, etc. It takes time to contact, arrange schedules, rides, select, to accomodate these calls.
- B. PERSONAL
 1. Slide talks and showing of artifacts of Brazil, where I lived studied ten years (and returned on a Graduate Fellowship in Portuguese) to schools, etc.
 2. "Business and Professional Women" Bosses Night Banquet - speaker on the International Program and Students at Eastern"
 3. A.I.S. Speech on the History of the Foreign Student Program at Eastern " to celebrate the Diamond Jubilee after Dr. Fite's welcome at the Union Ballroom Welcome Party last Fall
 4. READING CLUB OF MATTOON, of which I had been a member: talk about my position now
 5. INTERPRETER for Area Governor of Rotary International at the Champaign-Urbana Rotary Banquet at the Ramada Inn in Urbana, for his speech in English into Portuguese, to the many Brazilian guests and two-month U.S. visit grantees (took a day's vacation to interpret for all the campus guides, host families, etc)

XVI. RECEPTION HOSTESS

- A. RECEPTION AND COCKTAIL PARTY - for Ambassador Salem Al-Sabah of Kuwait, for Venezuela, Canada and the U.S.A., in my home (at own expense except for some help with liquor)
- B. RECEPTION at Robert Chen's home in Charleston for 50, including the Honorable H.O. Young, and the many TV crew and University students from Taiwan who arrived to perform for our Talent Night during International Week from the "Chinese Youth Goodwill Mission". I made and brought cookies and the punch.
- C. Reception co-hostess with Robert Chen, Yun Ping-Chen and Priscilla Fong at the Union in honor of the Consul-General H.O. Young and wife, here to help celebrate International Week on campus.

- D. Reception planner and furnished punch for wedding party - the first in the International Center, of a student from Kenya and American wife after their marriage at the Methodist Church.
- E. Informal Meals, teas, snacks, at home: on special occasions, or when picking students up from bus or train upon arrival at close to meal-time, or returning them to make connections with these in Mattoon (some have spent the night there).

XVII. PROFESSIONAL ORGANIZATIONS

- A. National Association of Foreign Student Affairs
Member through EIU (but had been for six previous years); get much material which I read and make useful. Ask for answers to questions. Attended the REGIONAL CONFERENCE for three days in Chicago at my expense except for transportation help. Unfortunately, could not afford the National Convention held in Albuquerque on my salary. Member of the Illinois FSA Committee headed by the one at SIU. (Ready to attend meeting at U of I which was cancelled). Answer tabulation and statistical study requests from the national organization.
- B. American Association of University Women: Active member of chapter (a past president), member of the monthly Study Group on "The Baleagured Earth", and Chairman of the May Luncheon Program as panel Moderator with female representatives of varied cultures, educational and ethnic background, discussing the role of women, their place in society, emancipation, etc.
- C. American Home Economics Association: Member (my first major at Oklahoma University). Attended the meetings on campus of the area Home Economists. Have been the part-time DIRECTOR OF PROFESSIONAL INFORMATION EXCHANGE SERVICE, a clearinghouse for positions in Higher Education in Home Economics (nation-wide), a business I created and have conducted with the advice and backing (but not at all connected with the University) of Dr. Mary Ruth Swope; involves getting together of Administrators and highly qualified people needing college level positions.

XVIII. OTHER ORGANIZATIONS

- A. Latin American Council
Member, attended all called meetings (Dr. Soderberg, Chairman)
- B. Dames
Member, on Program Committee, served as one of the four programs Chairman. Organized and introduced a group of varied musical treats from different countries: Dorean Dance, Vietnamese Harp, piano and vocal songs in French, Spanish and Haitian, Panamanian couple folk dance, African band and dancers and singers (all in costume) etc. as well as made arrangements for Union.
- C. Gourmet Group
Member with Dames Gourmet group planning foreign menus and foods from several divergent countries, shopped for and prepared and served these to our husbands, and typed-up the recipes.

XIX. HONORS

- A. By Students--Called on stage by AIS officers at Talent Show during International Week to receive bouquet of roses and gift of

- book autographed by all the foreign students on campus.
- B. Listed in 1973-74 Edition of the AMERICAN BIOGRAPHICAL INSTITUTE'S
"Community Leaders and Noteworthy Americans."

Eulalee L. Anderson



APPENDIX D

Personal Summary of Career Highlights

When on staff at Booth Library (for five years)

Worked half-time evenings to be in charge of the Circulation Department (Bill Isaac was head).

Books had to be checked out and not permitted in the stacks. Students brought up requests, and later returned them in order before the new addition was built.

Then all allowed to search for desired books in stacks themselves.

Card catalogs was on floor and students were helped using them (no computer then).

I had to "lock-up" at end of day as I was scheduled for nights.

When on staff as "Foreign Student Advisor"

Worked half-time at 450⁰⁰ for 12 months (although most foreign students cannot 'go home' holidays stating "Glenn Williams said Eastern was thinking of abolishing the program").

I did "everything" necessary for any office handling correspondence, files, regulations, immigration with a secretary and 1-2 student help, only.

However, I loved the students (most of whom I had met as a volunteer) and wanted a good reputation for SU to attract more foreign students.

I continued the Host Family Program I had initiated during my internship; the monthly International Tea at the Methodist Church - each with refreshments supplied by other churches and organizations (from as far as Paris, Ashmore, Effingham) at no cost to the University - to socialize, get acquainted with students.

I promoted talks by my students (and by me) to schools and organizations in the area.

3/

I planned pic-nics (provided rides) to Lincoln Log Cabin, Amish country, etc, with American families. Booklets with names, country, major field of study, addresses, were picked up so people could easily invite the students (before the "Student Privacy Act", of course).

I had cooperation with Eastern News for our students to voice concerns, inform others (before "Verge" or "Diversity" existed) -

We had programs in Booth Lecture Room open to the Public with students of 2 countries giving a general discussion about their country, showing artifacts, usually at night (separate from the social hour).

We always participated in Homecoming, offering an appropriate float for the theme.

We had an African organization called "Utenafunzi Mfijima" with sponsors (profession).

There was a "Chinese" Embassy House (only from Taiwan and Hong Kong then - (mainland did not permit students to come at the time).

The "Association of International Students" was very active (I suggested forming it when I was a Graduate student in 1961 under Dr. Reddick Johnson and was its first treasurer).

I encouraged students to be on the Senate, Debating teams, and the Senate sponsored a trip to St. Louis for them. Rotary and Kiwanis gave us an annual banquet. Rotary also provided me with a "600" emergency loan fund.

Each year we had an "International Week" of special events: speakers, dinner, Fair of Exhibits (much borrowed from Embassies as students cannot bring much in addition to necessities), Variety talent and music show - special native instruments, songs, dances, etc -

At "Celebration of the Arts" events (under Vaughn Jaenike) we were asked to combine help - and students

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from several countries made and sold their typical dishes at the food booths.

I spent many office hours counseling students (impossible to limit appointments to 5 (five) minutes each as Glenn Williams suggested).

I provided foreign costumes to Fonta's program.

I worked with the Athletic Department to bring soccer, track and swimmers they would like to have on our teams. (Some have ended up being the coaches themselves!)

Because my husband, a Geologist, was often out of town, I spent much time answering letters at home. I received letters from Consulates inquiring about students they permitted to come. Later they wrote me that no other adviser seemed to know their students so well and personally and did -

Perhaps the hardest things I had to do was to handle all the arrangements for two students who died - the first from Nigeria (Simon Imazgborre) who died of a liver ailment five months after arrival (even though he had sent a "perfect health" Doctor's letter, and later admitted he hoped "witch doctors" like in his country" couldn't cure him there). I did newspaper publicity and African students helped me raise "\$2,500" in two weeks after he died to return him 'home' to be with his tribe (with no financial help from SIU except from several faculty friends).

The second case was an accident of a car striking a Sierra Leonean on a bicycle, who fell on his head. The driver admitted he did not see him as he was looking at the car behind him. With Embassy help, I had to raise only \$1,500 and managed.

But I also planned memorial services for each and reception for guests in my home. Of course I had to work full time during these periods!

A)

I traveled with to help interpret (from Portuguese) the temporary Brazilian students who came for two months only in January and February.

I started attending Commencements in 1961 as in "locus parentis", sending graduation cards I designed especially for foreigners and have continued to do so as haruspasts were asked to help pass out the programs. Mark Haines gave me lists of those graduating in advance. I can't find out now due to regulations, but I take their picture as they walk down steps with their "empty" diploma or after lend them my cap and gown outfit for their picture as many can't afford the extra cost then.

I have kept up with some foreign students, still get calls from some inquiring about others (saying I am a 'clearing house of information'), had an international Tea for students now living in the D.C. area (until my daughter moved west last year). Also visited some in their countries when I was there. (Both my son and daughter have lived in many countries (working in the State Department - my daughter is retired but even lived in Baghdad), but my son presently works for the "Agency for International Development" in Uganda, speaks, writes in Arabic in addition to French, Spanish, Portuguese.)

A17

Was Dames' member of a "Gourmet Group" of 10 planning and preparing foreign dishes from cookbooks, serving in our homes (10 years past).

to Home Asked to give talks about "active, busy, aged persons" to classes, also to Speech and food classes and even spoke to Charleston High School on "zomphobia".

I drove students to Univ. of Illinois for their Fair Exhibits and "Copacabana" Latin America Celebrations.

I sponsored a foreign film and raised \$500 each for Bangladeshi and Pakistani Flood victims, and helped bring a Vietnamese doctor and family as refugees to settle in the U.S.A.

5/

P.S.

I think I am the only retiree who took another master's when "Gerontology" was introduced at EIU (1965)

I was asked by Dr Jean Cogle, one of my Gerontology teachers, to serve on a Committee to try to get "Master Board" started on campus. I was only ^{part} M.A. (that in 1939-1940 at the University of Oklahoma). It was I who suggested the name "Tassels" during the 'probation' period of 5 years. Shirley Moore and Glenn Williams were also on the committee.

Through the years I have nominated many outstanding Mattoon and Charleston women and students for their annual "Women Studies Council" recognition and most have won selection. I was a member / of the group three years and chairman of the Banquet (then held) to honor them.

I have attended four or five national conferences of the "National Association of Foreign Student Alumni" (NAFSA). I represented the "European Group" at Kalamazoo, MI.

I had a reception in my home (no cost to EIU) for the Ambassador of Kuwait, Venezuela,

I also had a reception for a visiting artist from Taiwan with Brigitte and Ring Chen co-hosting.

I have been a ^{part} subscriber to "Eastern News" for 36 years (to Mattoon) and even now when in Charleston and "Conversation Partner" for 3 Taiwanese taking the TOEFL Course. At present I volunteer as an "Ambassador" at Neal Center; usher for Eastern's plays, substitute at Table Arts Center (member too). I am a sponsor of the Symphony Orchestra, give to scholarship funds when pressed due to death of a faculty friend, and continue to support the five Departments I worked in or took a degree in. I helped the day long "Expanding Horizons" for High School girls four years; and Sandy River' special day for women two years.

I kept a Russian Graduate Student and her son a month in my home when son arrived unexpected and not permitted to live in Dudley House.

(over, please)

25. I am a 63 year member of The American Assoc. of University Women. I arrived 12 years after it started with Elizabeth Larson as president.

I conducted two Elderhostels (under Dr. Charles Switzer) - I added and filled all the hours beyond the three courses required by the national Elderhostel. Dr. Barbara Owens (Hill now) gave me an A+.

I recently volunteered help to Sherry George as she was in charge of the "Grandparents group", bringing grandchildren (there were 16 little girls and one boy!)

I served on the Afro-American Heritage Committee under Tina Leonard and Cecil Brinker and helped Dr. William Colvin.

When I got to meet "exchange, temporary professors, I have them for dinner in my home and try to show them the area (Lincoln Log Cabin, etc) - Spanish Kalembasa, Danuta Ciesleska, the Chinese ones from Xian.

I even took courses in Chinese to help support their presence at Eastern.

I formed a "Portuguese-speaking group" which meet weekly for conversational practice (and an call from Sarah Bush Hospital) to interpret Spanish or Portuguese from patients who cannot explain condition in English.

Dr. Ralph McConie had me on his "Lions' Youth Leadership" meetings. Dr. Wafek Wahby has included me in orientation meetings when he took a group to China and the Dam being built on the Yangtze River when I returned from a trip there, and now because he is planning a study trip to Itaipu Dam in Brazil.

Forgot to say I won a National Defense Education Scholarship from Univ. of Wisconsin in 1961 to my home town of Porto Alegre, Brazil, when a Graduate Student in Spanish (Dr. Doudna was president then)